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ABSTRACT

The elective (7-9) course in world religions outlined in this guide is designed to fit the quinmester organization of schools. The course is described as a study of world religions, focusing on religion as an institution in society. It includes effects of religion on people, governments, and internal relations. The guide is divided according to: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) multimedia resources for teacher and student. Goals for the course include the following: 1) to examine the basic scriptures of selected religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Taoism, Shinto); 2) to describe the effect of religion on the arts of selected societies; 3) to describe the relationship between the institutions of religion and the state in selected societies; 4) to describe the teachings of selected religions on the nature of man, the natural universe, and the supernatural; 5) to describe the moral code of selected religions; and, 6) to assess the role of religion in the life of modern man. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: COMPARATIVE WORLD RELIGIONS 6478.08
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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

LANGUAGE ARTS

COMPARATIVE WORLD RELIGIONS

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by

John A. Moore

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF SELECTED WORLD RELIGIONS, FOCUSING ON RELIGION AS AN INSTITUTION IN SOCIETY. INCLUDES EFFECTS OF RELIGION ON PEOPLE, GOVERNMENTS AND INTERNAL RELATIONS.

CLUSTER: Behavioral Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective

COURSE RATIONALE: Our children live in a world of stress, challenge and rapid change. In reaction, increasing numbers of young people seek a spiritual adjustment to a complex environment. This search leads to questions difficult to answer: Do the religions of man call for worship of different gods or the same God differently? Can we know the true nature of man? Are the ethics of the major world religions basically the same? How do these varying religions affect the lives of those who believe in them? Years of study, reflection, and introspection are necessary to deal with such questions. This course is intended as a first step toward the competency to deal with such issues.

COURSE GOALS:

1. THE STUDENT WILL EXAMINE THE BASIC SCRIPTURES OF SELECTED RELIGIONS.

2. THE STUDENT WILL TRACE THE HISTORICAL DEVELOPMENT OF SELECTED RELIGIONS.

3. THE STUDENT WILL DESCRIBE THE EFFECT OF RELIGION ON THE ARTS OF SELECTED SOCIETIES.

4. THE STUDENT WILL DESCRIBE THE RELATIONSHIP BETWEEN THE INSTITUTIONS OF RELIGION AND THE STATE IN SELECTED SOCIETIES.

5. THE STUDENT WILL DESCRIBE THE TEACHINGS OF SELECTED RELIGIONS ON THE NATURE OF:
   A. MAN
   B. THE NATURAL UNIVERSE
   C. THE SUPERNATURAL

6. THE STUDENT WILL DESCRIBE MAN'S DESTINY AS ENVISIONED IN THE TEACHINGS OF SELECTED RELIGIONS.

7. THE STUDENT WILL DESCRIBE THE MORAL CODE (ETHICS) OF SELECTED RELIGIONS.

8. THE STUDENT WILL COMPARE SELECTED RELIGIONS ON THE FOLLOWING FACTORS:
   A. ORIGIN
   B. USE OF SCRIPTURES
   C. RELATIONSHIP WITH THE STATE
   D. EFFECT ON THE ARTS IN THOSE SOCIETIES WHERE THE SELECTED RELIGIONS DOMINATE
   E. VIEWS ON MAN
   F. VIEWS ON THE NATURAL UNIVERSE
   G. VIEWS ON THE SUPERNATURAL
   H. VIEWS ON MAN'S DESTINY
   I. MORAL CODES

9. THE STUDENT WILL ASSESS THE ROLE OF RELIGION IN THE LIFE OF MODERN MAN.

COURSE CONTENT OUTLINE:

I. Define Religion

I. Major Religions to be Investigated

A. Buddhism
B. Christianity
C. Confucianism
D. Hinduism
E. Islam
F. Judaism
G. Taoism
H. Shinto

I. Basic Theology of Each Religion

A. Views on the Nature of Man
B. Views on the Supernatural
C. Views on the Natural Universe
D. Views on How Man Ought to Behave (Moral Code)

V. Influence of Each Religion

A. On Political Instututions
B. On Life of "Common Man"
C. On the "Arts" (e.g. Painting, Poetry, Architecture, Music)

V. Common Roles in World Religions

A. The Founder
B. The Prophet(s)
C. The Official(s) (e.g. priests, monks, ministers)
D. The Reformer

VI. The "Bibical Lands" Religions

A. Judaism
1. Historical Development
2. The Jewish Creed (the 13 Doctrinal Truths of Maimonides)
3. Rituals
4. Scriptures
a. Torah
b. Mishnah
c. Talmud (Mishnah and Gemara)
5. Recent History of Judaism
a. The Ghettos
b. Rise of the "Schools"
(1) Orthodox
(2) Conservative
(3) Reform
c. Zionists
d. World War II
e. Founding of Israel

B. Christianity
1. Relationship to Judaism
2. Historical Development
a. First 100 Years
b. Roman Empire
c. Middle Ages
d. Reformation
e. Counter Reformation
f. Modern Developments
3. The Papacy
4. The Second Vatican Council
5. Scriptures
a. The Old Testament
b. The 27 Writings of the New Testament
c. The Apocropha
d. Writing of major theologians (e.g. Aquinas, Augustine, Calvin)

C. Islam
1. Historical Development
2. Scriptures
a. The Quran (Koran)
b. The Hadith
3. The Five Doctrines (plus Kismet)
4. The Five Pillars of the Faith (plus the Jihad)
5. Sects and Orders and Schools (of Law)
6. Relationship to Judaism and Christianity
7. Role in Modern World

VII. Religions of India

A. Hinduism
1. Historical Development
2. The Veda (four divisions)
3. The Bhagavad-Gita
4. The Upanishads
5. The Doctrine of Harma (and reincarnation)

B. Buddhism
1. Historical Development
2. Relationship with Hinduis
3. Scriptures
4. Divisions
a. Hinayana
b. Mahayana
5. The Four Noble Truths
6. The Noble Eight-fold Path
7. The Wheel of Life

COURSE CONTENT OUTLINE (cont)

II. Religions of the Orient

A. Taoism
1. Historical Developments
2. Writings
a. Basic Scripture: The Tao Teh Ching
b. The Writings of Chuang Tzu
3. The Meaning of "Tao" (the Way)
4. Monastic Orders and Secret Societies

B. Confucianism
1. Historical Developments
2. Writings
a. The Five Classics (Wu Ching)
b. The Four Books (SSu Shu)
3. Philosophical Bases
a. Hierarchy of Family Relationships
b. Obedience of Inferior to Superior
c. "Golden Rule"
d. Virtues (Duty, Love, Truth, Knowledge, Manners)
e. Source of Nobility (i.e. Character)
4. Relationship to Taoism
5. Role in Modern Orient

C. Shinto
1. Origins and Historical Development
2. Scriptures
a. "Record of Ancient Matters"
b. "Chronicles of Japan"
c. Yengishiki
3. Interaction with Buddhism
a. Sect Shinto
b. Shrine Shinto
4. Neo-Shintoism (post WW II)

IX. Independent Study (Optional)

A. Active Modern Faiths
1. Bahai
2. Jainism
3. Sikhism
4. Christian sects (e.g. Seventh Day Adventists, Mormons)
1. Central Africa
2. Amazon Basin
3. Northern Siberia
4. Polynesia

C. Extinct religions
1. Pre-columbian American Indian
2. Zoroastrianism (not totally extinct)
3. Egyptian
4. Babylonian
5. Teutons
6. Celts
7. Greeks
8. Romans

D. Religion in Tibet

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Every major religion has attempted to record its basic precepts and early history in scripture(s)	A. The student will examine the basic scriptures of selected religions	NOTE: THE ACTIVITIES ARE DESIGNED TO LEAD THE STUDENTS TO A FAMILIARITY WITH THE "SCRIPTURES" THAT EXCEEDS MERE RECOGNITION OF EACH SCRIPTURE TITLE. 1. Have the students read selections from the scriptures of each religion. Allow them to discuss the meaning of the selections and formulate judgements on the relevancy of the selection to life in modern America. SOURCES: Ballou, Bible of the World Browne, The World's Great Scriptures 2. Have small groups read and analyze the contents of given scriptures in relation to a given topic. Each group can report to the class the findings of their research (e.g."What the Koran says about honesty") SOURCE: Woods, The World Treasury of Religious Quotations 3. Have the students do library research to investigate the historical background of the scriptures of the various religions. They can prepare reports and time-lines from their findings. 4. Have the students prepare posters displaying "sayings" that they feel are meaningful from various scriptures. The posters can be displayed around the classroom and used as the basis for discussions. 5. Have the students conduct a panel discussion (after adequate preparatory research) on the value of scriptures to an organized religion. 6. Have a student construct a time-line displaying the time(s) of origin of the scriptures of the various religions. 7. Have the students write an essay on the "purpose" of a given scripture. 8. Have the students invite members of the various religions (or do research) to discuss the use of the scripture(s) in their religion (e.g. source of prayers, church organization) NOTE: SEE BIBLIOGRAPHY FOR COMPLETE LISTING OF RESOURCES FOR THIS OBJECTIVE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
istorical Development	B. The student will trace the historical development of selected religions.	1. Have the students do library research on the "founders" (or prominent early leaders) of the religions (e.g. Confucius, Lao Tzu, Buddha) SOURCE: Hastings, Encyclopedia of Religion and Ethics 2. Have the students construct a time-line (chart) for each religion in which they place the following: a. Significant leaders (e.g. Muhammed) b. Important events (e.g. Muhammed's flight to Yathrib) 3. Have the students construct a map showing the distribution and density of adherents of the faiths around the world. This might be made a class project with the maps constructed on bulletin boards. (Check World Almanac and encyclopedias for census data) 4. Have the students determine the rate of expansion (or decline) of the religions under study by analyzing available world census data for the past half century. (See World Almanac) Have them make inferences about the effect the growth rate of the religions will have on the modern world. 5. Have the students conduct a panel discussion (after preliminary research) on the variety of specialized fields that must be applied to the study of religions(e.g. history, linguistics, ethnology, literature, sociology, philosophy,...). 6. View the film, Major Religions of the World. Have students identify the origins and rituals of each of the religions.
religion's teachings e reflected in the rtistic expressions of ts adherents	C. The student will describe the effect of given religions on the arts of given societies.	1. Have the students locate and read selections about the value and, or use of art in relation to religion. SOURCES: Scriptures of the Religions Woods, The World Treasury of Religious Quotations 2. Take a field trip(s) to local churches, synagogues, etc. to view analyze, and compare the use of art in the religions represented

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Give the students samples of art (painting, poems, etc.) created by artists of varying religions. Have the students analyze the beliefs and ideas the artists have tried to express. Have them compare the artist's expression with the teaching of the religio 4. Have the students paint a picture expressing a religious concept (from a religion of their choice.) 5. Have the students write poems expressing a concept or reaction to a concept from a given religion. 6. Have the student collect poems from poets of varying religions o a given topic (e.g. love, peace, nature) 7. Have the students debate this question: "Which art media is bes suited for the expression of religious beliefs and values?" Encourage the use of visual and/or auditory evidence to support positions taken. 8. Have the students role play artists in a situation where they must select a way to: a. commemorate some honored person from the religion's past b. express a basic teaching of the faith 9. Have the students do library research on the use of art in Islamic, Christian, Hindu, and Buddhist dominated culture . NOTE: SEE BIBLIOGRAPHY FOR ADDITIONAL RESOURCES FOR THIS OBJECTIVE.
Institutions tend to interact and modify the power, structure, and influence of each other.	D. The student will describe the relationship between the institutions of religion and state in given societies.	1. Have the students read and discuss Article 1 of the U.S. Constitution. Have them write papers (or give speeches) explaining th position of the state on religion. 2. Have the students read and discuss the preamble and part II of the Constitution of Pakistan. Have the students explain the position of the state on religion. (See Kassialis, Religious/ Philosophical Systems.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have the students compare the influence of religion on the state in Pakistan with that in America. 4. Have the students re-write the U.S. Constitution as it might be if America were a Muslim nation. 5. Have the students read and discuss articles 3, 24, 27, and 130 of the constitution of Mexico. Have the students compare the amount of wordage devoted to religion in the Mexican and American constitutions and suggest reasons for the difference. 6. Have the students read and discuss the 1st sentence, article 6 and article 44 of the constitution of Ireland. Have the students compare the positions of the Irish and Mexican constitution on the role of religion in the society. Have the students suggest reasons why two predominately Catholic nations would take such different positions. 7. Have the students read and discuss article 123 of the constitution of the Soviet Union. Have them hypothesize on the power of the religious institution in light of the state's constitutional approval of "antireligious propaganda". NOTE: MAJOR PORTIONS OF THE ABOVE READINGS CAN BE FOUND IN <u>RELIGIOUS-PHILOSOPHICAL SYSTEMS</u> BY MASSIALAS. 8. Have the students read article 2 of the constitution of Norway. Have them suggest reasons for the state's effort to perpetuate a specific religious group. (If possible have the students compare the current version of article 2 with the pre-1956 version. Have them suggest reasons for the former official intolerance of Jesuits.) 9. Have the students read article VII of the constitution of Denmark. Have them make inferences on the potential restrictions the state could place on its citizens in support of a religion (or in opposition to an un-favored faith.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Have the students read article 117 of the constitution of Belgium Have them suggest ways financial support of religious officials by the state aids the Institution of religion in Belgium. 11. Have the students locate and read the indicated portions of the following state constitution. Have them suggest reasons for restrictions on political involvement by religious officials: a. New York - article VII, sec. 4 b. North Carolina - article XXXI c. South Carolina - article I, sec. 23 d. Kentucky - article II, sec. 26 e. Tennessee - article VIII, sec 1 f. Louisiana - article II, sec. 22 12. Have the students role-play a group trying to introduce a new religion into the following nations: a. America b. Ireland c. Soviet Union d. Pakistan (The role play should bring out the official position of the state toward new religious groups. Read them an unfinished prot lem story to which they can role-play the finish.) 13. Have the students write a constitution for an emerging nation dominated by one of the religions under study. 14. Have the students write for a given nation, 10 laws relating to religion that are consistent with the national constitution. 15. Have the students research the following court cases and then hav a panel discussion on the status of religion in the American public school system: a. Pierce v. Society of Sisters (Oregon), 268 U.S. 510, (1925) b. Cochran v. Louisiana, 281 U.S. 370, (1930) c. West Virginia State Board of Education v. Barnette, 319 U.S. 624, (1943) d. Engle v. Vitale, 370 U.S. 421, (1962) e. Chamberlin v. Dade County, 377 U.S. 402, 1964)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
All religions attempt to explain man and his natural environment in terms of some super-natural power(s) or existence.	E. The student will explain the teachings of given religions on the nature of: a. the supernatural b. man c. the natural universe	16. Have the students debate (or write an essay on) this question: "Does religion have a right to attempt to influence politics?" SOURCE: Krinsky, The Politics of Religion in America NOTE: SEE BIBLIOGRAPHY FOR ADDITIONAL RESOURCES FOR THIS OBJECTIVE. 1. Have the student research, discuss, and then write papers on the role of a creator God in the religions of the "biblical lands" (i.e. Judaism, Christianity, Islam) SOURCES: Bradley, A Guide to the World's Religions Woods, A World Treasury of Religious Quotations 2. Have students research, discuss, and write papers on the role of deities in the Oriental religions (i.e. Consusionism, Taoism, Shinto). SOURCE: Bradley, A Guide to the World's Religions 3. Have the students conduct a panel discussion to compare the Oriental and Western conception of the supernatural. SOURCE: James, Comparative Religion 4. Have the students do preparatory research and then hold a panel discussion in which they role play a mixture of Hindus and Buddhists discussing the nature of the supernatural. The activity should identify the similarities and differences in the positions of these religions on the supernatural. SOURCES: Nikhilananda, The Essence of Hinduism Humphreys, Buddhism 5. Have a debate on the "nature of man" with each panel member role-playing a member of a different world faith. 6. Have the students examine the following quotation. Then have the students do research to identify other points of similarity between Buddhism and Christianity: "To say that God exists ... of and by reason of himself is to say that God is Being itself. This is the concept of Brahmans as it is formulated in the Upanishads. It is the "I am that I am" of the Christian scriptures." S. Radhakrishnan SOURCE: Hutchison, Ways of Faith: An Introduction to Religion

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Give the students a list of quotations from religious documents of the various religions that define or interpret the nature of man (e.g. "A rational soul using a mortal and earthly body." - St. Augustine). Have the students discuss the meaning of each quotation and identify the religion(s) from which it comes. (SOURCE OF QUOTATIONS: Woods, The World Treasury of Religious Quotations) 8. Have the students describe the universe as it is conceived in the religion of a: a. Muslim b. Hindu c. Confucion d. Shinto e. Christian f. Reform Jew SOURCE: Bradley, A Guide to the World's Religions 9. Invite speakers from the various faiths to discuss the nature of man with the class. (Consult "Speaker Bureau" at the University of Miami.) 10. Give the students the following quotation and have them predict how an adherent of each of the world faiths would react (i.e. accept, reject, why) "Faith in the supernatural is a desperate wager made by an at the lowest ebb of his fortunes." George Santayana 11. Have the students discuss the relationship between man and the supernatural as taught by each of the major faiths. SOURCES: McNeur, Space, Time, and God Bradley, A Guide to the World's Religions 12. Have the students discuss the following: What is the relationship between a man and a dog? Have them consider the question from the position of each of the major religions. (Have them consider such points as relative worth, place in a hierarchy, purpose for existence)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
All religions give man some hope for the future.	F. The student will describe man's destiny as envisioned in the teachings of selected religions.	1. Have the students "Brainstorm" to define "Salvation" in terms of: a. What man is from b. What man is saved for 2. Have the students locate and discuss passages from the scripture of the various religions that relate to man's fate (i.e. salvati SOURCE: Addison, Life Beyond Death in the Beliefs of Mankind 3. Have students role-play members of the various faiths and give speeches on "What is Salvation?" 4. Have the students read a short story or watch a T.V. program. Have them evaluate the protagonist's chances of salvation based comparison of his behavior and the teachings of a given religion 5. Have the students write a poem expressing any given religions's viewpoint on the nature of salvation. 6. Have the students discuss this quotation: "There is no such thing as a single scheme of salvation. Salvation is not the monopoly of any church. All paths lead to the hilltop of one an the same God-consciousness. The different religions are suited to the different aspirants in their various stages of progress." Swami Nikhilananda Have the students suggest how leaders of the various world faith might react. Have them discuss what is meant by "stages of progress." SOURCE: Griffen, Farther Shore 7. Have the students describe the fate of the individual after deatl according to the teachings of the various religions. (An investigation of artistic expression of these concepts may be useful.) 8. Have the students analyze the various religions teachings on man's destiny(ies) after death and how he achieves destiny. Have them make inferences on the effect the various beliefs about destiny would have on a "true believer" during his life.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
All religions give man some guidelines on how to behave and what to value.	G. The student will describe the moral code (ethics) of selected religions.	1. Have the students discuss the term "ethics" to clarify its meaning and effect on mankind life styles. 2. Have the student do research and then conduct a panel discussion on the position each major religion takes on the following: a. taking another person's life b. stealing c. eating meat d. plural marriage e. dishonesty SOURCE: Massialas, Religious-Philosophical Systems 3. Have students role-play religious leaders from the various faiths teaching a group of children "how to live the good life." 4. Have the student role play a Muslim, Jew, and Christian discussin Jerusalem. Place emphasis on the conduct their religion expects of each in relation to that city. 5. Have the students locate and read marriage vows used in the vari religions. Discussthe similarities and differences in expectation each religion places on the behavior of marriage partners. SOURCE: Massialas, Religious-Philosophical Systems 6. Have the students role play situations to demonstrate the values of each religion in regard to: a. tolerance of other religions b. social classes c. wealth d. political power SOURCE: Wallis, A Treasury of Sermon Quotation
Similarity and Dissimilarity	H. The student will compare selected religions...	1. Have the students conduct a panel discussion on the relationship between Judaic and Christian scriptures. 2. Have the students "brainstorm" common characteristics of the religions under study. (Consider using the items in the objecti as focal point to initiate student thinking.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have the students identify and discuss the common factors in the background of Hinduism and Buddhism. 4. Have the students do research to identify the basis for the Bahai belief that the major religions have the same philosophical foundations. (Contact local Bahai council for information.) 5. Have the students role-play anthropologists studying the Shinto religion. Have them identify its historical relationship to buddhism and the theological positions held in common with other religions (e.g. Taoism, Confucianism, Buddhism) SOURCE: Latourett, The History of Japan 6. Have the students compare the single life concept of the "biblical land" religions with the reincarnation concept of the Indian religions. Have them make inferences about the effect these concepts could have on the ethical behavior of the people. 7. Have the students discuss the common characteristics of Taoism, Confucianism, and Shinto. Have them identify characteristics these faith share with Buddhism. 8. Have the students compare the role of each of the following in each religion: a. Ancestors b. A "creator" God c. A formal religious leader (e.g. The Pope) d. Other forms of life (e.g. animals, trees) e. Scriptures SOURCE: Bradley, A Guide to The World's Religions 9. Have the students brainstorm to get a list of "behaviors" that are considered immoral in modern America (e.g. murder, theft, plural marriage) Have the students do research to identify those behaviors from their list that are "condemned" by the various religions under study. Repeat the activity with sanctioned behavior to get a list of common "do's" and "don'ts" for the world's major religions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Have the students compare the number of followers of each faith by using world census data. 11. Have the students do research to identify divisions (e.g. Protestant movement) of the major faiths and minor (numerically) religions that have developed "out-of" or "in-reaction" to the major faiths (e.g. Jainism, Sikhism, Bahai). Have them hypothesize on why major religions tend to generate such internal divisions and sub-groups. 12. Have the students analyze the role of "founders" (e.g. Confucius, Muhammed, Jesus) on the various world religions. SOURCE: Greene, 100 Great Thinkers 13. Have the students compare the formal organization of the various religions and make inferences on: a. How the officials (e.g. priests, monks) perpetuate the faith b. The status and privileges of the religion's officials c. How people are persuaded (motivated) to seek "official" statu 14. Have the students compare time-lines of the development of each religion. Have them make inferences about the patterns of development of the religions and the times of origin. (i.e. Why are certain periods of history "fertile" times for religious activity?) 15. Have the students write what they consider to be the "ideal" religion. (They may create their own, combine the existing fait or select one they prefer.)
Relevance	I. The student will assess the role of religion in the life of modern man.	1. Have the students write letters to leaders of the various faiths inquiring about their opinion of what role their religion does (and/or should) play in modern society. (The letters should be written early in the term to allow time for a reply. Take care not to swamp a few men with a multitude of mail.) 2. Invite speakers representing the various faiths to address the class on how their religious valuew guide and affect their daily life.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have representatives of the various faiths speak to the class (or have the students do research) on the services their religion provides to the people.(e.g. food to needy people) 4. Have the students analyze census data on the number of Americans claiming membership in an organized religion. Have them make inferences about the role(s) of religion in the life of modern America. 5. Have the students conduct a debate on this statement: "Man's dependence on religion decreases as his technological development increases." SOURCE: Massialas, Religious-Philosophical Systems 6. Have the students read a book by an official of any organized religion in which the author comments upon the role of his faith in modern life. (e.g. Kavanuagh, A Modern Priest Looks at His Outdated Church) 7. Have the students write papers (or discuss) the role of religion in the life of the individual. SOURCE: Allport, The Individual and His Religion 8. Have the students compare the moral values of the various faiths (e.g. honesty, marital fidelity, paying debts) with the laws of the society(ies) in which those faiths exist. Have the students make inferences on the effect the religion has on the laws passed and enforced by the modern state. 9. Have the students discuss (and attempt to define) the "religious experience." Have them suggest ways (research may help them) suc experiences change human behavior. SOURCES: Hoffer, The True Believer (also Goodenough, Toward a Mature Faith) 10. Have the students visit a bookstore and survey the range of books dealing with religion. (A discussion with the owner or manager may help.) Have the students make inferences about the interest currently expressed in religious

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. Have the students compare the needs (e.g. hunger, peace, population control, crime control, health) of modern society(ies) with the organizations the world religions have created or sponsored to meet those needs. Have the students make inferences (via reports, debates, panel discussions) about the assets and debits of those"organizations" and suggest possible improvements.

MATERIALS:

1. RECOMMENDED BASIC TEXT:

Massialas, Byron and Zevin, Jack. Religious-Philosophical Systems. Chicago: Rand McNally and Co., 1970. (plus "Teacher's Manual") (State Adopted)

2. RECOMMENDED TEACHER REFERENCE:

Religious Issues in the Social Studies, Religion - Social Studies Curriculum Project, Florida State University, Tallahassee (experimental).

3. ALTERNATE STUDENT AND CLASS MATERIAL:

A. TEXTUAL:

Social Science Staff of the Educational Research Council of America. The Human Adventure: Four World Views. Boston: Allyn and Bacon, 1971.

Bradley, David. A Guide to the World's Religions. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Life Editorial Staff. The World's Great Religions. New York: The Golden Press, 1958.

22

B. AUDIO-VISUAL:

1. FILMS:

Art and Architecture: Chartres Cathedral	30'	C	1-31193
A Hindu Family	10'	BW	1-04766
Holy Land: Background for History and Religion	10'	BW	1-04775
India: A Better Tomorrow	16'	C	1-12055
India: Asia's New Voice	17'	BW	1-12053
India (Pakistan and the Union of India)	17'	BW	1-12057
India's History: Early Civilization	11'	BW	1-05210
Israel	27'	C	1-30943
The Kindled Flame	29'	BW	1-31336
Mahatma Gandi	19'	BW	1-12467
Major Religions of the World	20'	C	1-13416
Man and His Culture	15'	BW	1-11037
The Medieval Crusades	27'	C	1-31019
Medieval Times: The Role of the Church	14'	BW	1-10111

A Puritan Family of Early New England	12'	C	1-05368
Southeast Asia Story: The People	15'	C	1-12091

4. FILMSTRIPS:

Religions of America Explained. Warren Schloat Productions. 6 color filmstrips, 6 records, teacher's guide.
Balm in Gilead. West Side Christian Parish, 1544 W. Roosevelt Road, Chicago, Ill. 113 frame film strip (color).
The Challenge of Change. Methodist Board of Mission, 475 Riverside Drive, New York, N.Y. 10027. 76 frames (color).
Modern Science and the Christian Faith. Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614. Four filmstrips (color), Scripts, guides, one record.
Baal Shem Tov - The Teacher of the Grand Word. Union of American Hebrew Congregation, 838 Fifth Avenue, New York, N.Y. 10021. 60 frame filmstrip (color), individual script.

3. RECOMMENDED CLASSROOM REFERENCES (SEVERAL COPIES OF EACH):

Browne, Lewis, ed. The World's Great Scriptures: An Anthology of the Sacred Books of the Ten Principal Religions. New York: Macmillan, 1946.

Ross, Floyd and Hills, Tynette. The Great Religions by Which Men Live (Questions That Matter Most Asked by the World's Great Religions). New York: Fawcett Publications.

Woods, Ralph, ed. The World Treasury of Religious Quotations. New York: Hawthorn Books, Inc. 1966.

4. SOURCES FOR STUDENT AND TEACHER USE - LISTED BY "OBJECTIVES":

a. THE STUDENT WILL IDENTIFY THE BASIC SCRIPTURES OF SELECTED RELIGIONS.

Abernethy, George, ed. Living Wisdom from the World's Religions. New York: Holt, Rinehart and Winston, 1965.
Arberry, A. The Koran Interpreted. New York: Macmillan Co., 1955.
Asimov, Isaac. Aimov's Guide to the Bible. Garden City, N.Y.: Doubleday, 1968.
Ballou, Robert, ed. The Bible of the World. New York: The Viking Press, 1939.
Bouquet, A.C , ed. Sacred Books of the World. Baltimore: Penguin Books.
Brantl, George, ed. Catholicism. New York: George Braziller, 1961.
Browne, Lewis, ed. The World's Great Scriptures: An Anthology of the Sacred Books of the Ten Principal Religions. New York: Macmillan, 1946.
Gaer, Joseph. Wisdom of the Living Religions. New York: Apollo Editions, Inc.
Gard, Richard, ed. Buddhism. New York: George Braziller, 1961.
Goldin, Judah, ed. The Living Talmud: Wisdom from the Fathers. Chicago: University of Chicago Press, 1958.
Hertzberg, Arthur, ed. Judaism. New York: George Braziller, 1961.
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b. THE STUDENT WILL TRACE THE HISTORICAL DEVELOPMENT OF SELECTED RELIGIONS.

Bradley, David. A Guide to the World's Religions. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.
Durant, Will. The Story of Civilization: Part I - Our Oriental Heritage. New York: Simon and Schuster, 1954.
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Greene, Jay, ed. 100 Great Thinkers. New York: Washington Square Press, 1967.
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Keyes, Nelson. Study of the Bible World in Maps. New York: Hammond, 1959.
Latourette, Kenneth. A History of Christianity. New York: Harper and Row, 1953.
----- The History of Japan. New York: Macmillan Co., 1947.
Potter, Charles. The Great Religious Leaders. New York: Simon and Schuster, 1958.
Sachar, Abram. A History of the Jews. New York: Alfred Knopf, 1965.
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c. THE STUDENT WILL DESCRIBE THE EFFECT OF RELIGION ON THE ARTS OF SELECTED SOCIETIES.

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d. THE STUDENT WILL DESCRIBE THE RELATIONSHIP BETWEEN THE INSTITUTIONS OF RELIGION AND THE STATE IN SELECTED SOCIETIES.

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e. THE STUDENT WILL DESCRIBE THE TEACHINGS OF SELECTED RELIGIONS ON THE NATURE OF:
A. MAN
B. THE NATURAL UNIVERSE
C. THE SUPERNATURAL

Baab, Otto. The Theology of the Old Testament. Nashville, Tenn.: Abingdon Press.
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Ceadel, Eric, ed. Literature of the East: A Survey. New York: Grove Press.
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f. THE STUDENT WILL DESCRIBE MAN'S DESTINY AS ENVISIONED IN THE TEACHINGS OF SELECTED RELIGIONS.

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Ettinger, Robert. The Prospect of Immortality. Englewood Cliffs, N.J.: Doubleday and Co., 1964.
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g. THE STUDENT WILL DESCRIBE THE MORAL CODE(ETHICS) OF SELECTED RELIGIONS.

Abernethy, George. Living Wisdom from the World's Religions. New York: Holt, Rinehart and Winston, 1965.
Bradley, David. A Guide to the World's Religions. Englewood Cliffs, N.J.: Prentice-Hall, 1963.
Browne, Lewis. The World's Great Scriptures. New York: Macmillan, 1946.
Buber, Martin. On Judaism. New York: Schocken Books, Inc., 1967.
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Massialas, Byron and Zeven, Jack. Religious-Philosophical Systems. Chicago: Rand McNally Press, 1970.
Murray, Michael. Problems in Conduct. New York: Holt, Rinehart and Winston, 1963.
Ross, Floyd and Tynette, Hill. Great Religions by Which Men Live: Questions that Matter Most Asked by the World's Great Religions. New York: Fawcett Publications, Inc.
Tillich, Paul. The Courage to Be. New Haven, Conn.: Yale University Press, 1952.
Woods, Ralph, ed. The World Treasury of Religious Quotations. New York: Hawthorne Books, Inc., 1966.

h. THE STUDENT WILL COMPARE SELECTED RELIGIONS ON THE FOLLOWING FACTORS:
A. ORIGIN
B. USE OF SCRIPTURES
C. RELATIONSHIP WITH THE STATE
D. EFFECT ON THE ARTS IN THOSE SOCIETIES WHERE THE SELECTED RELIGIONS DOMINATE
E. VIEWS ON MAN
F. VIEWS ON THE NATURAL UNIVERSE
G. VIEWS ON THE SUPERNATURAL
H. VIEWS ON MAN'S DESTINY
I. MORAL CODES

Berry, Gerald. The Religions of the World. New York: Barnes and Noble.
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Schoeps, Hans. The Religions of Mankind: Their Origin and Development. Garden City, N.Y.: Doubleday and Co. 1966.
Wach, Joachim. The Comparative Study of Religions. New York: Columbia University Press.
Zaehner, R.C. The Comparison of Religions. Boston: Beacon Press.

i. THE STUDENT WILL ASSESS THE ROLE OF RELIGION IN THE LIFE OF MODERN MAN.

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